



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: TOTTEVILLE HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R455

PRINCIPAL: JOHN P. TUMINARO **EMAIL:** JTUMINA@SCHOOLS.NYC.GOV

SUPERINTENDENT: AIMEE HOROWITZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
John Tuminaro	*Principal or Designee	
William Goldman	*UFT Chapter Leader or Designee	
Michele Faljean	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Fina Vitale Nicholas DeMeo	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Karen Weeks	Member/Parent	
Phyllis Scotto	Member/Parent	
Wayne Rosenfeld	Member/Parent	
Josephine Ruggiero	Member/ Parent	
Rebecca Hernandez	Member/ Parent	
John Cucuzza	Member/UFT	
Rosalia Tierno	Member/UFT	
Christopher Anzalone	Member/UFT	
Barbara Alianiello	Member/CSA	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2013, Tottenville High School will engage in a minimum of one cycle of the DOE's Teacher Effectiveness Professional Development, resulting in a 10% increase in the number of short frequent cycles of observations administrators conduct throughout the school year.

Comprehensive needs assessment

- The NYCDOE implemented specific instructional expectations for all schools for 2012 -2013 in order to facilitate a comprehensive evaluation system for teachers, principals and assistant principals and support the move toward full implementation of the Common Core Standards.
- A review of our historic data around observations revealed that some of our teachers are not adequately addressing the concerns and recommendations by Principal and Assistant Principal to improve the delivery of instruction to students as indicated through classroom observations and assessments.
- Over the past three years, one area of concern in instructional practice was that differentiated instruction was not embedded into the fabric of our instructional program schoolwide.
- As a school we feel it is imperative that we address common areas of deficiency within the instructional practices we have observed over time, and that the use of a research-based framework that allows us to target specific areas of concern is central to the development of our teachers.

Instructional strategies/activities

- The Principal and Assistant Principals of Supervision will conduct formal, informal and frequent cycles of brief walk-through observations for each teacher using a research based teaching framework and rubric, for the formative support of teachers.
- Teachers will receive timely feedback from short, frequent cycles of observations which will foster the development of a shared language, across disciplines, in order to discuss what is working and what needs to be improved in their classrooms.
- Professional development opportunities agreed upon by pedagogical and supervisory staff and focusing on the strengthening of instructional practice will be offered during monthly conference days, DOE Professional Development days and during the school day.
- Teachers will have opportunities for self-assessment on selected components of a research based rubric to evaluate effective teaching, which will be utilized in conjunction with opportunities for frequent intervisitations across classrooms.
- Teacher mentoring will be provided for untenured teachers. Additionally, Assistant Principals will continue to work individually or in groups with all untenured teachers to support their instructional practice.
- The Principal and Assistant Principals of Supervision will work closely with the Network achievement coach in order to effectively develop systems and structures for implementation of short cycles of classroom observation.
- Implementation effective September 2012 for the duration of SY 2012-2013.

Strategies to increase parental involvement

As a Non-Title 1 school, we will:

- Share information with parents about our school's educational program, the implementation of the agreed upon framework for supporting teacher effectiveness and of our commitment to increasing the rigor of instruction during regularly scheduled parent and school meetings (SLT, PTA, College Workshops, 9th Grade Orientation and special parent workshops throughout the year).
- Maintain our Parent Coordinator to serve as a liaison between the school and families and to help communicate our goals

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- We will participate in all Common Core related professional development programs and workshops provided through the Network.
- We will continue to participate in National, State and City forums for the development of effective common core aligned CTE programs and instruction.
- Program coordination will include teacher team meetings, cabinet meetings and department conferences.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2013, we will engage all students in at least one literacy and math unit of study in each core discipline, to be developed by teachers and Assistant Principals, as measured by an explicit alignment to the Common Core Learning Standards (CCLS).

Comprehensive needs assessment

- The NYCDOE implemented specific instructional expectations for all schools for 2012 -2013 in order to strengthen student work by examining curriculum, assessment and classroom instruction to support the move toward full implementation of the Common Core Standards.
- An analysis of student work demonstrated that teachers are working toward greater alignment to the Common Core Learning standards but have yet to fully do so across content areas. We see areas of success throughout the school, but are concerned with the consistency with which this is happening and understand that for students to truly master the literacy standards especially, we have work to do cross-content alignment and in reinforcing standards across subject areas.
- Our teacher teams have begin to delve into deeper analysis of CCLS from the student work and other forms of data they bring to their meetings, but we have yet to fully establish firm protocols or common evaluation tools to enable them to fully engage in this work.

Instructional strategies/activities

- Students will complete a literacy task in each core subject area that requires students to read and analyze informational texts and write opinions and arguments in response.
- We will draw upon a range of relevant texts (aligned to student needs and areas of interest) to better engage them across contents. We will also ensure there are stronger connections between the texts through greater collaborative opportunities in our teacher and inquiry teams.
- Students will engage in cognitively demanding mathematics tasks that require students to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.
- Teachers will meet in teacher teams to review samples of student work in order to identify gaps between what students know and are able to do and the demands of the Common Core Learning Standards and to discuss and implement instructional adjustments.
- Highly Qualified Teachers from core subject areas will be selected as members for the School-wide Common Core Inquiry Team to align curriculum with the Common Core Standards and to communicate this share this inquiry work with other school staff.
- Implementation effective September 2012 for the duration of SY 2012-2013.

Strategies to increase parental involvement

As a Non-Title 1 school, we will:

- Share information with parents about our school's educational program, the implementation of the Common Core standards and our commitment to increasing the rigor of instruction during regularly scheduled parent and school meetings (SLT, PTA, College Workshops, 9th grade Orientation, etc.)
- Provide increased links and resources for the CCLS via our website and communication protocols for parents on our eChalk school website.
- Maintain our Parent Coordinator to serve as a liaison between the school and families and to help communicate our goals.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- We will participate in all Common Core related professional development programs and workshops provided through the Network.
- We will continue to participate in National, State and City forums for the development of effective common core aligned CTE programs and instruction.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2013, the students in Cohort 2013 will improve their college and career readiness status as measured by a 1% increase, 8 students, in the students scoring a 75 on the Comprehensive English Regents (currently 69.5%).

Comprehensive needs assessment

- Historically, 50% of our students attend a CUNY school after graduation. In order to prepare our students for college without taking remedial courses in their first year of college, we developed this goal for students to retake the respective Regents to satisfy the CUNY entrance requirement into a credit bearing program of study.
- The new CUNY Readiness Index will be incorporated as a new metric in the new Progress Report for 2013. We are striving in to improve our overall score from the current B to an A.

Instructional strategies/activities

- Teachers will have access to Regents Item Analysis Reports for ELA to provide students with constructive feedback and targeted instruction to address area of weakness for students in E7/8 classes.
- After school Regents Prep tutoring opportunities in ELA will be offered to students.
- Professional Development opportunities will provide ELA teachers with effective Regents strategies and techniques.
- All core subjects will require literacy tasks aligned to CCLS.
- Circular 6 tutoring will continue to be offered to students during the school day as well as peer tutoring.
- Increase the number of college now course offerings for Seniors that will help students improve their English skills.
- Implementation effective September 2012 for the duration of SY 2012-2013.

Strategies to increase parental involvement

As a Non-Title 1 school, we will

- Share information with parents about the new CUNY requirements during regularly scheduled parent and school meetings (SLT, PTA, College Workshops, 9th grade Orientation, etc.)
- Utilize school messenger to contact parents of students who have yet to achieve the CUNY cut scores for enrollment in credit bearing programs.
- Maintain our Parent Coordinator to serve as a liaison between the school and families and to help communicate this goal.
- Provide parents with online access to student data including current progress in coursework, results of assessments and progress towards graduation.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- We will participate in all Common Core related professional development programs and workshops provided through the Network and other venues.
- We will coordinate with our CBO, JCC Beacon, to provide afterschool Regents Prep tutoring opportunities for students as well as Saturday programs.
- We will coordinate with CUNY Kingsborough and College of Staten Island to offer additional College Now courses that will help students earn college credits and improve their English skills, and will articulate regularly with CUNY on these programs.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

By June 2013, the students in Cohort 2013 will improve their college and career readiness status as measured by a 1% increase, 8 students, in the students scoring to an 80 on a Mathematics Regents (currently 37.5%).

Comprehensive needs assessment

- Historically, 50% of our students attend a CUNY school after graduation. In order to prepare our students for college without taking remedial courses in their first year of college, we developed this goal for students to retake the respective Regents to satisfy the CUNY entrance requirement into a credit bearing program of study.
- The new CUNY Readiness Index will be incorporated as a new metric in the new Progress Report for 2013. We are striving in to improve our overall score from the current B to an A.

Instructional strategies/activities

- Teachers will have access to Regents Item Analysis Reports for Mathematics to provide students with constructive feedback and targeted instruction to address area of weakness for students in senior math classes.
- After school Regents Prep tutoring opportunities in math will be offered to students as well as Saturday programs supported by our CBO.
- Professional Development opportunities will provide Mathematics teachers with effective Regents strategies and techniques.
- All core subjects will require math tasks aligned to CCLS.
- Circular 6 tutoring will continue to be offered to students during the school day as well as peer tutoring.
- Increase the number of College Now course offerings for Seniors that will help students improve their Mathematics skills.
- Implementation effective September 2012 for the duration of SY 2012-2013.

Strategies to increase parental involvement

As a Non-Title 1 school, we will

- Share information with parents about the new CUNY requirements during regularly scheduled parent and school meetings (SLT, PTA, College Workshops, 9th grade Orientation, etc.)
- Utilize school messenger to contact parents of students who have yet to achieve the CUNY cut scores for enrollment in credit bearing programs.
- Maintain our Parent Coordinator to serve as a liaison between the school and families and to help communicate this goal.
- Provide parents with online access to student data including current progress in coursework, results of assessments and progress towards graduation.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA Title III Grants X Other

If other is selected describe here:

Funding from CBO, JCC Beacon

Service and program coordination

- We will participate in all Common Core related professional development programs and workshops provided through the Network.
- We will coordinate with our CBO, JCC Beacon, to provide afterschool Regents Prep tutoring opportunities for students.
- We will coordinate with CUNY Kingsborough and College of Staten Island to offer additional College Now courses that will help students earn college credits and improve their Mathematics skills.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> ✓ During the school day, double period (92 minutes) literacy classes are scheduled for at risk grade 9 students in ELA (level 1 and low level 2's). ✓ Extended School Day classes are scheduled for at-risk 10th, 11th and 12th grade students for three hours once a week each cycle (3 cycles per term). ✓ Tutoring which includes one to one tutoring and small group Regents Preparation will be provided during the school day. ✓ Tutoring services for IEP students is provided twice a week. ✓ English Language Learners will be serviced through the AIS lab where a specific plan will be tailored to meet their unique needs.
Mathematics:	<ul style="list-style-type: none"> ✓ Extended School Day classes are scheduled for at-risk 10th, 11th and 12th grade students for three hours once a week each cycle (3 cycles per term). ✓ Tutoring which includes one to one tutoring and small group Regents Preparation will be provided during the school day.
Science:	<ul style="list-style-type: none"> ✓ Extended School Day classes are scheduled for at-risk 10th, 11th and 12th grade students for three hours once a week each cycle (3 cycles per term). ✓ Tutoring which includes one to one tutoring and small group Regents Preparation will be provided during the school day.
Social Studies:	<ul style="list-style-type: none"> ✓ Extended School Day classes are scheduled for at-risk 10th, 11th and 12th grade students for three hours once a week each cycle (3 cycles per term). ✓ Tutoring which includes one to one tutoring and small group Regents Preparation will be provided during the school day.
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> ✓ A school counseling program in collaboration with both JCC Beacon Program and New York Center for Interpersonal Development (NYCID) is available for at-risk students. Relationship Abuse Prevention Program (RAPP) counselor is utilized as well. ✓ School counselors will provide guidance and crisis counseling services during the school day. ✓ Students are assisted in learning how to deal with various personal issues including school, friends, family, current events during the school day. ✓ Bereavement counseling for students in need takes place weekly during the school day. ✓ Attendance outreach ✓ Referrals to Outside Agencies ✓ Peer Mediation Referrals ✓ Daily Report ✓ At-Risk Counseling/Educationally Related Support Services ✓ Report Card Conference with students and/or parents.

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> ✓ Specific School Psychologist caseload for identified targeted at-risk students as well as referrals from Pupil Personnel Team (PPT). ✓ The School Psychologists will offer clinical services, agency referrals, and educational, social and personal services during the school day on an as needed basis to at risk students including students in the Black, Hispanic and Economically Disadvantaged subgroups. This service will identify emotional, social, and neurological factors that impede on student performance and provide prescriptive measures that address student needs by suggesting additional student support services.
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> ✓ Specific Social Worker caseload for identified targeted at-risk students as well as referrals from PPT and parents, through Parent Coordinator referrals. ✓ Social Worker will provide counseling services to at-risk students especially students in the targeted subgroups. ✓ Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress. ✓ Social Worker serves as part of 504 team, to provide appropriate accommodations to students. ✓ Social Worker provides agency referrals and consultation to parents as needed.
At-risk Health-related Services:	<ul style="list-style-type: none"> ✓ Counselors, School Psychologist, School Social Worker, and other student support staff area trained to respond to all health related issues as per protocols and procedures outlined by Assistant Principal Pupil Personnel Services. ✓ Health-Related services are offered during the school day to all students. ✓ Students are assisted in learning how to cope with health-related issues such as obesity, diabetes, asthma, etc.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- We will continue to utilize the Open Market system to develop a pool of HQT candidates to fill vacancies.
- We will support untenured teachers with mentors and additional support from the respective Assistant Principal of Supervision and the Principal.
- We will offer differentiated opportunities for professional growth such as Advanced Placement seminars, CTE workshops, Common Core workshops, *Smartboard* training, Achieve 3000 workshops, eBooks workshop, Museum seminars, etc.
- We will provide leadership opportunities for HQT such as: joining the Common Core Inquiry Team; creating new subject area or CTE courses aligned to CCLS; presenting best practices to staff at department or staff meetings; leading a teacher team; creating formative assessments for a subject area aligned to CCLS; providing peer support with the CCLS for other teachers; becoming point person for *Skedula* and *ACUITY*.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Cristopher Groll/Bill Bonner	District 31	Borough Staten Island	School Number 455
School Name Tottenville High School			

B. Language Allocation Policy Team Composition [?](#)

Principal John Tuminaro	Assistant Principal Catherine Burgos
Coach type here	Coach type here
ESL Teacher Marie Granite	Guidance Counselor Alla Patrick
Teacher/Subject Area Michelle Young	Parent type here
Teacher/Subject Area Jacqueline Andrawis	Parent Coordinator Connie Assennato
Related Service Provider Danielle Pugliese	Other Cliff Bloom
Network Leader William Bonner	Other Barbara Alianiello

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	16
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	3911	Total Number of ELLs	71	ELLs as share of total student population (%)	1.82%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

1. When a student enters Tottenville High School from another country, the student and parent/guardian are greeted by the Parent Coordinator and the ESL Coordinator/Teacher. An informal oral interview is conducted by a trained pedagogue; the HLIS form is given. The student and parent are then interviewed informally by a trained pedagogue. On staff, we have trained pedagogues that speak Spanish, Italian, Russian, Arabic and other various languages. An interpreter is then provided (if needed in the target language). Students are given the LAB-R within 10 school days of their arrival. This exam assesses the English language proficiency (Listening/Speaking and Reading) of all English Language Learners. The Spanish LAB-R to Spanish speaking students. The purpose of the exam can be used in conjunction with the English version to determine language dominance. ELLs are formally evaluated annually by way of the NYSESLAT (New York State English as a Second Language Achievement Test) This exam evaluates students within 4 modalities: Reading, Writing, Speaking and Listening. There are four levels: Beginner, Intermediate, Advanced and Proficient.
2. At the initial interview, after the Home Language Survey is given and the pedagogue has interviewed both the parents/guardian and student, the Parent Orientation is then conducted. The LAP and CR Part 154 is explained. The Parent Orientation video is shown in the target language and parents/guardians and students are given time to discuss their options (Transitional Bilingual, Dual Language, ESL) Questions are answered by our trained pedagogue/ESL Coordinator, Marie Granite, and assistance is offered. Parents will then make their choices, complete the Parent Survey and Program Selection Form. This process takes place upon enrollment of the student to Tottenville High School.
3. Entitlement letters are given to the student and/or mailed to their homes. This process is explained to the parent/guardian upon their interview. The importance of the Program Selection Form is stressed at the orientation and in most cases the parents complete the forms and submit them at the orientation session.
4. Copies of the Parent Selection Forms are kept by the ELL Coordinator. If Tottenville High School has enough students to open a Transitional Bilingual Education or a Dual Language Program, one will be put in place. Parent outreach is conducted via phone calls, letters, PTA meetings and our ELL Meetings. Continued Entitlement letters are sent upon receipt of the NYSESLAT/LAB-R results Parents are also able to communicate with teachers via e-Chalk which is translated into multiple languages (34).
5. In our continuous effort in conducting parent outreach and in reviewing Parent Selection Forms we find ESL to be the program model of choice. We currently have 71 students; 55 of those parents have chosen ESL as the program model (5 parents have requested the Transitional Bilingual model (4 Russian, 5 Spanish 1 Korean, 2 Chinese, 1 Albanian, 1 Turkish) 2 parents have chosen Dual Language (1 Spanish, 1 Russian). We are keeping documentation. Once 20 choices are made in the same language and grade level for either TBE or Dual Language, the parents will be called in for a meeting/workshop and be told of the new class.
6. As shown above, Tottenville High School program model of ESL is aligned with the parent requests. Although consistently parents choose ESL, native language is supported through dictionaries/glossaries, and native language literature and periodicals.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	71	Newcomers (ELLs receiving service 0-3 years)	35	Special Education	13
SIFE	7	ELLs receiving service 4-6 years	22	Long-Term (completed 6 years)	9

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	35	7	1	22	0	8	9	0	4	66
Total	35	7	1	22	0	8	9	0	4	66

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										14	7	6	4	31
Chinese										0	0	2	1	3
Russian										6	5	2	2	15
Bengali														0
Urdu										0	1	0	0	1
Arabic										5	2	1	4	12
Haitian														0
French														0
Korean										0	1	1	0	2
Punjabi														0
Polish											1			1
Albanian										0	1	1	0	2
Other										1	3			4
TOTAL	0	0	0	0	0	0	0	0	0	26	21	13	11	71

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Instruction is delivered in English (target language). Teachers of ESL students use a standard-based, cross-cultural format.
 - a. Instructional: Tottenville High School contains a freestanding ESL program. There are three levels:
 - Beginner – (includes literacy level) has one general E.S.L. class and two E.S.L. “workshop” classes that focus on listening/speaking and reading/writing.
 - Intermediate – students take two classes per day focusing on listening/speaking and reading/writing.
 - Advanced – E.S.L. students take one E.L.A. general education literature based course and one E.S.L. workshop.
 - b. ESL classes are homogeneous (proficiency level is the same in each class). The levels are determined by the NYSESLAT or the LAB-R assessments.
2. As per CR Part 154, Tottenville High School, delivers a freestanding ESL program model. In the freestanding ESL program, beginning and literacy level students have one general ESL class and two ESL “workshop” classes that focus on listening/speaking and reading/writing. Intermediate level students have two ESL classes per day. Advanced ESL students take one ELA literature-based course (180 minutes per week) and one ESL workshop. ELL Students also take content classes in health education, science, math and social studies. Advanced level ESL classes serve students who have scored at the advanced level on the NYSESLAT assessment. ELL students with disabilities are identified as Special Education on the Individual Education Plan and are programmed for ESL as per their IEP.
 - a. Tottenville High School is a follows a freestanding ESL program model. All classes are held everyday in accordance with CR Part 154. (see above). Tottenville's ESL class are reduced in size holding a maximum of 25 students.
3. Content area classes are taught in English and adaptations are made according to the needs of the students. Teachers are informed in writing, as to which students are ELLs, their levels (based on the NYSESLAT and/or LAB-R) and how long they have been in the country. They are also advised that they are entitled to extended time on exams, are able to and encouraged to use glossaries and/or translators. If possible, students are partnered with other students that speak their native language which we have called our Student Ambassador Program.
4. Tottenville ensures that ELL's are appropriately evaluated in their Native Language by the use of interpreters (if necessary). The Spanis LAB-R is used for the Spanish students.
5. Tottenville differentiates instruction plans based on each subgroup.
 - a. SIFE – To date, Tottenville High School has three Students with Interrupted Formal Education (SIFE). Tutoring is available during and after school. Easy language books, magazines, bilingual dictionaries and thesauruses are available. The diagnostic computer

A. Programming and Scheduling Information

program called TeenBiz 3000 is used. It provides our SIFE students with literacy selections and tasks at different reading levels. Periodic assessments are made to monitor progress. ELL's are provided with additional assistance in literacy, mathematics, science and other content area programs by participating in remedial courses. These courses provide homework assistance, schema building, enrichment, understanding concepts and test preparation. Classes and tutoring are available both on Saturdays and after school.

b. Newcomers – Our ELLs that are in the United States 3 years or less are partnered with a Student Ambassador (referred to earlier). This student (if possible) is from the same country or speaks the same language. All students receive academic instruction as mandated by the CR Part 154 and the Language Allocation Policy. Instruction is customized to meet the students' needs and NYC performance and NYS learning standards. As a community, we work collaboratively to provide meaningful learning experiences for students to improve, enhance and exceed in their academic and language performance. Administration, teachers, parents and staff of community organizations participate in professional learning opportunities addressing the ELL's specific needs. Together we are embracing high standards for the entire school community.

c. ELLs receiving services 4-6 years) – All students receive academic instruction as mandated by the CR Part 154 and the Language Allocation Policy. Instruction is customized to meet the students' needs and NYC performance and NYS learning standards. Administration, teachers, parents and staff of community organizations participate in professional learning opportunities addressing the ELL's specific needs. ELL's are provided with additional assistance in literacy, mathematics, science and other content area programs by participating in remedial courses. These courses provide homework assistance, schema building, enrichment, understanding concepts and test preparation. Classes and tutoring are available both on Saturdays and after school funded through both our Extended Day Program and our after-school JCC Beacon Program. Teachers use a variety of methods, including scaffolding, graphic organizers, dialogues, journals, portfolio assessments, schema building, visuals, reflective charts, and contextualization, to insure optimum learning.

d. Long Term ELLs (completed 6 years): All students receive academic instruction as mandated by the CR Part 154 and the Language Allocation Policy. Instruction is customized to meet the students' needs and NYC performance and NYS learning standards. ELL's are provided with additional assistance in literacy, mathematics, science and other content area programs by participating in remedial courses. These courses provide homework assistance, schema building, enrichment, understanding concepts and test preparation. Classes and tutoring are available both on Saturdays and after school. Teachers use a variety of methods, including scaffolding, graphic organizers, dialogues, journals, portfolio assessments, schema building, visuals, reflective charts, and contextualization, to insure optimum learning.

e. ELLs identified as having Special Needs: ELL students with disabilities are identified as Special Education on the Individual Education Plan and are programmed for ESL as per their IEP. Instruction is customized to meet the students' needs and NYC performance and NYS learning standards. ELL's are provided with additional assistance in literacy, mathematics, science and other content area programs by participating in remedial courses

6. Tottenville High School uses a variety of methods to provide access to academic content to students of ELL-SWD. Visions Intro and Beginner is used in the ESL class. Systemic language development as well as instructions in phonics provides motivation and scaffolding for other content areas. The Visual Learning Science Program has been purchased to compliment the science classes. Students acquire key vocabulary, concepts, and learning strategies. We provide our ELL-SWD with reduced sized classes and differentiated instruction. ELL-SWDs whose IEP mandates bilingual instruction have Alternate Placement Paraprofessionals that accompany them 100% of the school day.

7. At this time, all six of our ELL-SWD students are in the Intermediate and Advanced level ESL classes. These general education ESL classes are designed with a reduce class size (max 24 students) in order for the teacher to differentiate instruction. Because we are in a large building with a large population, we are able to offer classes in multiple sections in almost all the specialized programs.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

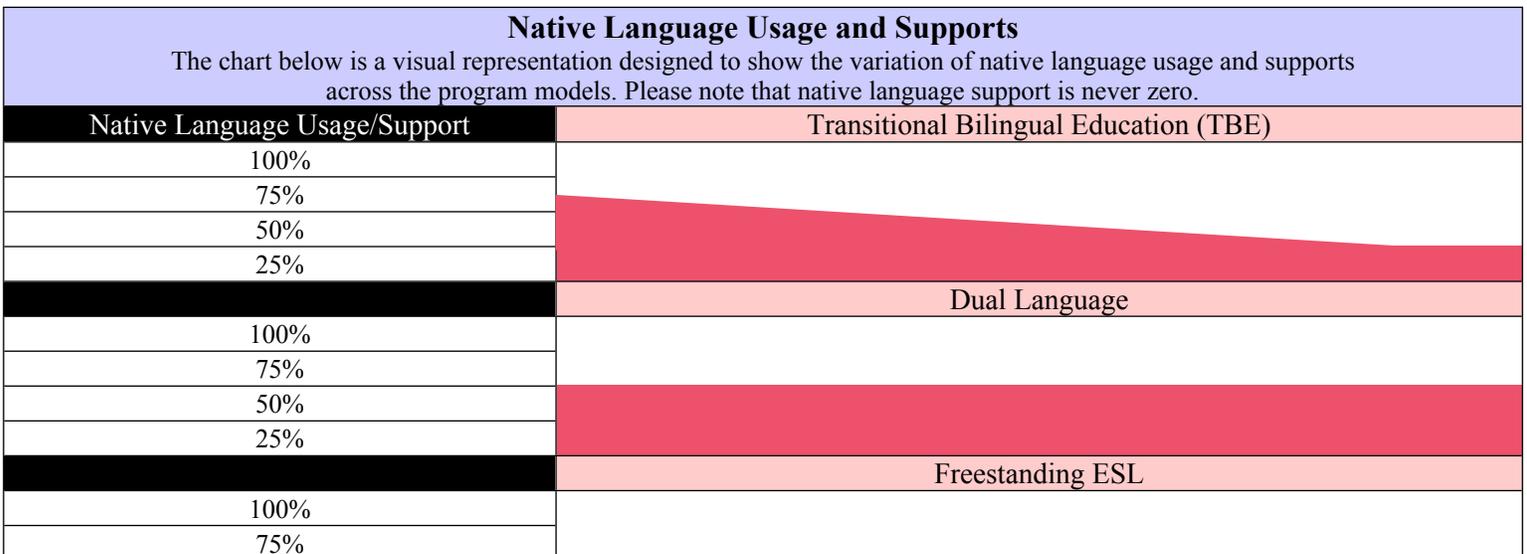
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
--------------------	----------------------------	--------------------	----------------------------

Native Language Arts	
Social Studies:	
Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Targeted intervention programs for ELLs as well as Former ELLs in ELA, Global History and U.S. History are tutoring classes specifically for ELLs. These classes address the needs of ELLs and are taught with scaffolding methods. Terminology is explained, NLA books and videos are used

9. Tottenville High School students that become Proficient in the NYSESLAT are closely monitored by the ESL Coordinator and ESL Guidance Counselor. Services are provided during the Regents, such as testing in a separate location, use of a word to word glossary, Native Language exams (if offered by NYS Education Department) and extended time. Partnerships are continued and encouraged by our staff with the parents. Students are able to become Student Ambassadors and assist newcomers. This is an excellent way for the students to learn the value of community service and use their native language.

10. Tottenville High School considering an ESL Global History and U.S. History class using the Push In model.

11. N/A

12. All our ELL's are afforded equal access to all school programs. Tottenville High School provides a great number of extracurricular activities such as sports, and various clubs, such as The International Club, The Chinese Culture Club, The Student Ambassador Club, The Italian Club, and The Sign Language Club. There are over two hundred different clubs and sports teams, all of which welcome the participation of all students. Our ESL Coordinator and Guidance counselor inform and encourage the students to attend, participate and try out. Events are announced through the morning announcements. Signs are posted throughout the building. E-chalk also posts all school teams, sporting events, clubs and extra curricular activities. In addition to the specific ELL tutoring, all our supplemental services and events are offered to our ELLs

Funding for our ELL after school programs are funded through Title III. Our goal is to have the students obtain proficiency in English but also in the content areas.

13. Instructional and technology materials are used to support ELLs. Last year 9 laptops were purchased for the use of ELL's in the classroom. Computer programs such as Achieve 3000 are used in all ESL level classes. With our Title III funds Virtual Learning a science based program was purchased for our ELLs. NLA materials used are dictionaries/glossaries, NLA literature and periodicals. Students are encouraged to use electronic dictionaries and programs.

14. Although consistently parents choose ESL, native language is supported through dictionaries/glossaries, and native language literature and periodicals such as The Virtual Learning Co. and Achieve 3000. Students are encouraged to use their native language as a means of communication. Students are partnered with a student that speaks their native language or are programmed in a content area class with a bilingual teacher.

15. Required services support and correspond to ELLs ages and grade level. Programs such as Achieve 3000 and the Visions series are from pre-literacy to transition that deal with young adult themes. The Heinle Reading Library has three levels. The Foundations Reading Library is a high interest reading series. It features carefully sequenced vocabulary and grammar are presented contextually through the adventures of a group of teens living in a small U.S.town.

16. Tottenville High School holds a student orientation prior to the beginning of the school year. Newly enrolled ELL's are greeted by the ELL Coordinator and Student Ambassadors. Students are given a private tour of the school and offices. They are introduced to staff and walked through all the necessary start-up procedures, such as taking the photo for their identification cards, purchase of the gym uniforms, lockers, etc. Students are then provided with bilingual dictionaries and glossaries. Question and answer session is held. Students are escorted by the Student Ambassadors to their classes for their first day of school. A letter of introduction is given to each

teacher.

17. Tottenville High School offers Spanish, Italian and Latin as language electives.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
 2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.
1. Professional Development at Tottenville High School is on going throughout the school year and provided by school staff, support services and outside services. Assistant Principals, ESL teachers, guidance counselors, paraprofessionals and subject area teachers are involved in a variety of staff development activities that insure the successful implementations of instructional strategies that enhance the education of ELLs. These activities include monthly department conferences and bulletins. Through the integration of local state and federal funds, Tottenville High School has made tremendous strides to ensure that teachers are better able to guide these students to meet the standards as shown in the core curriculum of New York State. Ongoing staff development sessions will include such topics as ESL in the content Areas, the NY State Regents Examinations, the Applied Learning Standards, Brain Research: Keeping ELLs in Mind (Nov - Dec. 2011), Literature-Based Instruction for English Language Development, and Differentiated Instruction. Tottenville High School is also working closely with the Teen Biz computer program. Our ESL teachers will be attending workshops with the above mentioned as well as Teen Biz 3000 to improve instruction Professional Development dates are November 8, 2011, January 30th and June 7, 2012.
 2. Support is provided to ELLs as they transition from middle school to high school through workshops, physical education classes and a buddy system (with upper classmen). Mrs. Granite, our ESL Coordinator guides the freshmen ELLs though out the school year.
 3. Training takes place both at general staff conferences as well as at monthly Department Conferences. In addition, this minimum staff training has also gradually become a component of our teacher team inquiry work. We have ordered Teachers Network Inc. (a Multimedia Professional Development Package) - Strategies for English Language Learners (Secondary Levels)

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. & 2. As part of our commitment to the complete education of our students, we strive to develop a close partnership with parents and community members. We encourage this involvement as a way to broaden our students' educational experience and strengthen parental support and participation in all areas of our school. We provide meaningful orientation and guidance for parents of newly enrolled ELLs, as to their program choices including, school rules, expectations and their rights under the law. We provide opportunities for all parents to become familiar with various programs offered in our school by way of PTA meetings, orientation nights, conferences, workshops and bilingual letters home. Links are maintained with parent leadership and community based organizations. In addition, we work closely with groups that serve immigrants, with feeder schools and with institutions of higher education. Field trips to the New York City Public Library as well as TD Bank take place with our ELL population and their families. The JCC offers Adult Education ESL classes at night.

3. The needs of our parents are evaluated at the parent workshops and orientations. A warm friendly atmosphere is evident our Parent Center. Parents are encouraged to come to school, meet with the Parent Coordinator, ELL Coordinator and Guidance Counselor with not only educational needs but community needs as well. Native Language letters are sent to parents inviting them to various school events with a tear off section asking if they require an interpreter. All school letters and correspondence is on E-chalk and can be translated into 34 languages.

4. The needs of our ELLs' parents vary. An open, friendly relationship is maintained throughout the year. Parents are encouraged to communicate any needs they have with their child's Guidance Counselor, Parent Coordinator and ELL Coordinator. Interpreters are provided as needed. Translations and Interpretation services are available upon request and through our E-Chalk web site.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										2	1	1	1	5
Intermediate(I)										6	11	4	10	31
Advanced (A)										4	8	4	6	22
Total	0	0	0	0	0	0	0	0	0	12	20	9	17	58

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										0	0	0	0
	I										1	3	1	2
	A										5	5	0	3
	P										5	10	6	8
READING/ WRITING	B										1	1	0	1
	I										5	11	3	8

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A										4	7	4	4
	P										0	0	0	0

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	28	0	21	0
Integrated Algebra	32	17	20	10
Geometry	15		10	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Algebra 2/Trigonometry	5		3	
Math				
Biology				
Chemistry	4		2	
Earth Science	16	7	2	1
Living Environment	33	16	8	8
Physics	1		0	
Global History and Geography	24	10	4	3
US History and Government	28	8	14	4
Foreign Language		14		14
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here 1. Tottenville High School uses Achieve 3000 and NYS Periodic Assessments as tools to assess literacy skills of our ELLs. The initial Achieve data tool is a diagnostic exam. This establishes a baseline for the students and allows us to

- monitor growth throughout the year. The program helps with the grouping within the classroom for differentiated instruction
2. Based on the modality analysis, it is revealed that a higher percentage of students are proficient in Speaking and Listening as opposed to Reading and Writing.
 3. Students are placed in levels based on the LAB-R and NYSESLAT. Based on the modalities instruction is differentiated. Staff members and content area teachers are advised of the results.
 4. a. After close examination of the ELL's Regents results, we find the results to be negligible, with the exception of Living Environment.

Integrated Algebra - 63% passed the exam in English	59% in Native Language
Earth Science – 13% passed the exam in English	14% in Native Language
Living Environment – 24% passed the exam in English	50% in Native Language
Global History – 20% passed the exam in English	30% in Native Language
US History – 50% passed the exam in English	50% in Native Language
 - b. School Leadership and teachers are using the results of the ELL Period Assessments to differentiate instruction.
 - c. Native Language is used and supported by the use of translators, glossaries and Bilingual Dictionaries
 5. N/A
 6. We evaluate the success of our program by credit accumulation, Regents exam results, graduation rates and post secondary outcomes.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Tottenville High School</u>		School DBN: <u>455</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
John Tuminaro	Principal		12/2/11
Clifford Bloom	Assistant Principal		12/2/11
Connie Assennato	Parent Coordinator		12/2/11
Marie Granite	ESL Teacher		12/2/11
	Parent		
Michelle Young	Teacher/Subject Area		12/2/11
Jacqueline Andrawis	Teacher/Subject Area		12/2/11

School Name: Tottenville High School

School DBN: 455

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		
	Coach		
Alla Patrick	Guidance Counselor		12/2/11
Bill Bonner	Network Leader		
	Other		

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Tottenville High School	DBN: 455
Cluster Leader:	Network Leader: bill Bonner
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 71
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: With our Title III Funds we offer ELL Science Tutoring in both Living Environment and Earth Science prior to start of our school day. These classes are offered to both our current ELLs and our former ELL population. These classes offer academic vocabulary, concepts and hands on lessons to ensure academic success in all the areas of science. These classes support the Living Environment and Earth Science curriculum through The Common Core Learning Standards. Virtual Learning books, CDs and DVDs have been purchased with Title III funds to support our ELL population.

Global and U.S. History tutoring is available after school on Tuesday, Wednesday and Thursday. It is restricted to ELLs and Former ELLs. These classes offer academic vocabulary, concepts and hands on lessons in alliance with The Common Core Learning Standards. Glossaries, dictionaries and NLA textbooks are used to support our ELLs

E.L.L.s that are in E.S.L. longer than three years (long-term E.L.L.s) have supplementary instruction before and/or after school that focus on listening/speaking and reading/writing. Tutoring is also offered preparing students for the Regents. We also offer college prep courses through our Guidance Department and Beacon Program. Our students are encouraged to attend The College Bound Saturday Program at Wagner College. This is a program for ELLs and Former ELLs to prepare them for the college application process as well as college.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Professional Development Program – Professional Development at Tottenville High School is on going and provided by school staff, support services and outside services. ESL and subject area teachers are involved in a variety of staff development activities that insure the successful implementations of instructional strategies that enhance the education of ELLs. These activities include monthly department conferences and bulletins. Through the integration of local state and federal

Part C: Professional Development

funds, Tottenville High School has made tremendous strides to ensure that teachers are better able to guide these students to meet the standards as shown in the core curriculum of New York State. Ongoing staff development sessions will include such topics as ESL in the content Areas, the NY State Regents Examinations, The Common Core Learning Standards and lesson planning that includes ELL Students, and Literature-Based Instruction for English Language Development. Tottenville High School is also working closely with the Teen Biz computer program. Our ESL teachers will be attending workshops with the above mentioned as well as Teen Biz 3000 to improve instruction. Teaching Strategies for English Language Learners is being purchased through the NYS Teacher's Network

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Tottenville High School is always looking to improve their relationship/communication with students and their families. This is why we have incorporated e-Chalk into our learning community. E-Chalk is an online learning environment. Parents are able to find everything they need to communicate and collaborate with their children’s school. They are able to stay informed with calendars, school programs, sports, activities and PTA newsletters. E-Chalk has the capabilities of translating up to 34 languages. We also have planned a trip to the Library for both the parents and the students. We provide opportunities for all parents to become familiar with various programs offered in our School by way of PTA meetings, orientation nights, conferences, workshops. We offer refreshments at these events. Links are maintained with parent leadership and community based organizations. In addition, we work closely with groups that serve immigrants, with feeder schools and with institutions of higher education. Field trips to the New York City Public Library as well as TD Bank take place with our ELL population and their families. The J.C.C. offers an Adult ESL class on Tuesday and Thursday.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$8349 (\$1341 for teacher per diem) (\$7008 for teacher per session)	
Purchased services	\$2351	

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	(\$1500 for staff development) (\$851 for non contractual services)	
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$500	
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Tottenville High School	DBN: 455
Cluster Leader: Chris Groll	Network Leader: Bill Bonner
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: With our Title III Funds we offer ELL Science Tutoring in both Living Environment and Earth Science prior to start of the regular school school day. These classes are offered to both our current ELLs and our former ELL population. These classes offer academic vocabulary, concepts and hands on lessons to ensure academic success in all the areas of science. These classes support the Living Environment and Earth Science curriculum through The Common Core Learning Standards (CCLS). Virtual Learning books, CDs and DVDs have been purchased with Title III funds to support and enhance this instruction.

Global and U.S. History tutoring is available after school on Tuesday and Thursday. It is limited to ELLs and Former ELLs. Two Special Education ELLs, who's I.E.P.s mandate the service a a bilingual paraprofessional, are involved in the before and after school tutoring. These classes offer academic vocabulary, concepts and hands on lessons in conjunction with The Common Core Learning Standards. Glossaries, dictionaries and NLA textbooks are used to support our ELLs. Class sets of history textbooks and workbooks will be purchased for our ELL population to support this initiative. The textbooks and workbooks are from National Geographic Learning, Gateway to History. The softcover textbook costs \$33.26. The workbooks cost \$18.15 and the teachers additions are \$86.90.

E.L.L.s that are in E.S.L. longer than three years (long-term E.L.L.s) have supplementary instruction before and/or after the regular school day that focus on listening/speaking and reading/writing. Tutoring is also offered preparing students for the Regents Exam. We also offer college prep courses through our Guidance Department and Beacon Program. Our students are encouraged to attend The College Bound Saturday Program at Wagner College. This is a program for ELLs and Former ELLs to prepare them for the college application process as well as college.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Professional Development Program – Professional Development at Tottenville High School is on going and provided by school staff, support services and outside services. ESL and subject area teachers are involved in a variety of staff development activities that insure the successful implementations of instructional strategies that enhance the education of ELLs. These activities include monthly department conferences and bulletins as well as utilizing weekly teacher team time as part of

Part C: Professional Development

our school based option.² Through the integration of local state and federal funds, Tottenville High School has made tremendous strides to ensure that teachers are better able to guide these students to meet the standards as shown in the core curriculum of New York State. Ongoing staff development sessions will include such topics as ESL in the content Areas, the NY State Regents Examinations, The Common Core Learning Standards and lesson planning that includes ELL Students, and Literature-Based Instruction for English Language Development. Tottenville High School is also working closely with the Teen Biz computer program. Our ESL teachers will be attending workshops with the above mentioned as well as Teen Biz 3000 to improve instruction.

During September's Staff Development, Executive Leadership Institute (ELI) was retained by Tottenville High School. Professional Development was held for the entire staff. Topics included but were not limited to:

1. Myths of Second Language Acquisition
2. Ways to Differentiate
3. Differentiating Instruction by Content
4. Differentiating Instruction by Process
5. Instructional Strategies According to Stages of Language Acquisition
6. Differentiating Instruction by Product

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Tottenville High School is always looking to improve and strengthen our relationship/communication with students and their families. This is why we have incorporated e-Chalk into our learning community. E-Chalk is an online learning environment. Parents are able to find everything they need to communicate and collaborate with their children's school. They are able to stay informed with calendars, school programs, sports, activities and PTA newsletters. E-Chalk has the capabilities of translating up to 34 languages. We also have planned a trip to the Library for both the parents and the students. We provide opportunities for all parents to become familiar with various programs offered in our School by way of PTA meetings, orientation nights, conferences, workshops. We offer refreshments at these events. Links are maintained with parent leadership and community based organizations. In addition, we work closely with groups that serve immigrants, with feeder schools and with institutions of higher education. Field trips to the New York City Public Library as well as TD Bank take place with our ELL population and their families. On November 14, Tottenville High School will hold a Parent Information Night for the Deferred Action Plan. Guest speakers will be present and refreshments will be served. We have a Russian Bilingual Guidance Counselor. She addresses the needs of our ELL parents. She discusses the importance of Regents, Advanced Regents Diplomas, High School Transcripts and College and Career Readiness. She assists in our ELL Parent Workshops.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$8,180	Paraprofessionals Guidance Counselors Teachers
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$620	Curriculum and Staff Development
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$2,400	Workbooks for Global and U.S. History supplemental class
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		